DOCUMENT RESUME

ED 106 969 EA 007 164

AUTHOR Ongiri, David O.
TITLE School and Home Communication: A Guide for Parents and Teachers.
PUB DATE 73
NOTE 40p.
AVAILABLE FROM David O. Ongiri, 233 Herr Avenue, Millersville, Pennsylvania 17551 ($1.75, Quantity Discounts)

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Academic Achievement; *Communication (Thought Transfer); Elementary Secondary Education; Evaluation Methods; Grades (Scholastic); *Guides; Models; Parent School Relationship; Parent Teacher Conferences; *Report Cards; Reports; *Student Evaluation; Student Records

ABSTRACT

This pamphlet has been developed as a practical guide for educators and parents interested in understanding as much as possible about reporting student progress to the home. It includes different reporting systems, contents of reports, and sources for reporting to parents. The conclusion includes a model reporting plan, which may be especially useful to parents and teachers interested in improving their school district's reporting system. The primary theme is that open two-way communication between home and school is the most important ingredient in a satisfactory reporting plan. This idea is carried through the discussions, allowing parents and teachers access to many reporting ideas beyond the traditional report card. (Author)

ED106969

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

David O. Ongiri

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

SCHOOL AND HOME COMMUNICATION

(A Guide for Parents and Teachers)

To Elizabeth, Amy, Mary Jennifer and Anderay

EA 007 164

By

David O. Ongiri, Ed. D.

$1.75

TABLE OF CONTENTS

Foreword 3

Chapter I—Introduction 4

Chapter II—Purpose of Reporting System 6

Chapter III—Contents of Reports to Parents 9

Chapter IV—Sources of Information and Reporting 12

Chapter V—Means of Reporting 14

Chapter VI—Information Pertinent to Reporting Model Development ..... 1?

Bibliography 36

About the Author 39

Copyright© 1973 by David O. Ongiri, Ed. D.
All Rights Reserved

FOREWORD

This pamphlet has been developed as a practical guide to educators and parents interested in understanding as much as possible about reporting student progress to the home. It includes different reporting systems, contents of reports, and sources for reporting to parents. The conclusion includes a model reporting plan, which may be especially useful to parents and teachers interested in improving their school district's reporting system.

The primary theme is that open two-way communication between home and school is the most important ingredient in a satisfactory reporting plan. This idea is carried through the discussions, allowing parents and teachers access to many reporting ideas beyond the traditional report card.

CHAPTER I

INTRODUCTION

Since the earliest days of formal education, schools have felt the need to evaluate and report on the progress of their students. This evaluation and reporting process has usually been centered around the report card in American education. In many schools the report card has been the only instrument used to inform parents of their child's progress and activities in school.

However, the report card has been the bane of many a teacher's and many a child's existence. Teachers find the standards for assigning letter grades to be nebulous and dislike giving low grades to students who exert considerable effort but fail nonetheless. Students traditionally dread report cards, beginning, it seems, in the otherwise carefree days of first grade. Low marks cause lowered self-esteem, anxiety and parental displeasure.

Parents are not always pleased with the conventional report card method of reporting, even if their children always receive nothing but A's. Parents may want more information about what their child is doing and learning in school than the report card presents. Stating that a child has gotten an A in English may be reassuring, but does not tell a great deal about what he has actually been doing all year. A lack of standardization of reporting and evaluation methods often exists, even within the same school from teacher to teacher and grade to grade. An A can have many different meanings. The goals that school districts set for their reporting methods, of informing parents as fully as possible of their child's life in school in a way that is clearly understandable, are frequently unmet.

In an effort to remedy this situation, a number of schools are attempting innovations in reporting and evaluation techniques. The innovations generally attempt to inform parents more fully of their child's complete program and progress in school by including various types of information and sometimes by using a combination of many techniques.

However, such innovations have not always been a complete su

cess either. Parents sometimes prefer the traditional report card and lobby vigorously against any change. This is especially likely to happen when such innovations are introduced without any prior parent consultation.

Some persons have also been disappointed in reporting innovations because they have not resulted in any immediate, dramatic improvement in pupil achievement. Educators have sometimes viewed such innovations as a panacea for all education's ills, rather than more correctly viewing them as an effort to enlighten parents and eliminate the harmful side effects of letter grades and report cards. This is not to negate their value, however, for development of optimal reporting systems truly can considerably enhance the relationship of the schools to the communities they serve.

This book will examine various aspects of reporting student progress to parents and propose a model reporting system that attempts to avoid the hazards of many reporting systems. Chapter II will discuss the three general purposes of pupil reporting systems. Chapter III will cover the content of reports to parents. Chapter IV will be comprised of sources of information for reporting. Chapter V will include the various means of reporting to parents. Chapter VI will be the proposed model.

CHAPTER II

PURPOSE OF REPORTING SYSTEM

The primary purposes of the majority of reporting systems can be considered in three general categories:

1. Student motivation
2. Description
3. Public Relations

Student Motivation

One of the original purposes of school reporting system was to instill motivation to achieve more in school. Educators believed that fear of public failure, such as low report card grades involved, would therefore inspire students to perform better in school. Some research studies did indeed indicate that some students were strongly motivated by either the prospect of receiving good or superior marks or by fear of failing marks.

However, other researchers found such factors to be insignificant or incidental to student motivation toward school achievement. Findings suggest that children's motivation in school is based upon a complex interaction of factors, with a desire for good grades or fear of poor grades being one of these factors with varying importance to individual students. Students' motivation can be determined by a wide variety of circumstances, many independent of the classroom and teaching methods associated with it.

Thus, to attribute motivation or the lack of it solely to the effects of any reporting system cannot be substantiated. A reporting plan does not serve as an indispendable source of motivation.

Most educators will now agree that intrinsic motivation is the most meaningful and long lasting motivation, far more important to the students' life long learning pattern than the momentary motivation produced by the hope of getting an A on a test. Although the anticipation of good grades may be of value to some students, caution should be exercised that extrinsic modes of motivation do not become the end-alls of life in the classroom, effectively smothering student interest in intrinsic rewards.

Intrinsic motivation can best be developed and maximized in the classroom by increasing student participation in the evaluation and marking process. Student participation allows students to develop a sense of value by participating in important decisions, as well as receiving immediate and generally honest feedback regarding their classroom performance.

Even seemingly equitable grading systems have punitive aspects. A teacher who gave nothing but A's probably wouldn't last, there are always some students who receive D's and F's. Low grades can seriously hinder a student's future learning by instilling a negative self-image and pervasive fear of failure. Thus a self-fulfilling prophesy can be created and maintained that will follow a student through life. In such cases grades can effectively stifle rather than enhance motivation for learning.

However, this is not to say that all marking systems are without motivational value to students. A thoughtful marking system can provide the student with a series of check points showing the progress made in the successive attainment of objectives. This eliminates unfair comparison of students and personalizes learning as well as marking. It is likely to be more rewarding and motivational to students.

Description

One of the primary goals of the majority of reporting plans is to provide as accurate as possible a description of how the child is functioning in the school life. Reporting on student progress is car-

ried on formally and informally in describing academic and social aspects of student progress.

The evaluation of students should be a continuous process, gathering information that reveals changes in student learning and behavior as students progress through school, changes that include all phases of the life of the student. Reporting methods should be concerned not just with academic success, but with changes in social and emotional development and attitudes necessary for future life and learning in the community.

Such observations should be communicated to the student and his parents in as clear and concise a fashion as possible. Behavior can best be described if the observer knows what to look for and describe. Educational objectives that are specific and comprehensible facilitate teacher observation and evaluation. These objectives should be based on learning theory and child growth and development principles as they apply to the classroom. The knowledge of these objectives will clarify the teacher's job and aid him in providing effective instructional services as well as communicating students' progress to parents in the best way possible.

If the requirements of the district make it mandatory that the teacher use grades to describe student progress, he should exercise caution in carefully defining just what each grade will mean in terms of student development, using descriptions of real learning activities rather than mere memorization. Grades can have the unpleasant tendency of distracting parents and students away from the proper functions of education, if care is not taken in setting standards for and assigning grades.

The teacher should consult with parents and students to enlist their aid in determining and defining what kind of development is expected. The teacher should keep uppermost in his mind the fact of individual differences, and the fact that the classroom must be a cooperative as well as a competitive situation. Symbols must not be so glorified that they obscure the true educational purpose.

A major criticism of most reporting systems is that they are unduly dominated by comparisons between students. Reports based on whether the child is continuing to grow at a rate and in ways which are appropriate are more desirable.

Public Relations

Parents, students, school personnel, and the board of education are all desirous of learning as much as possible about the school life of the students. Such information can be classified as one facet of the school's public relations program, providing information about educational programs and objectives and describing student performance.

School-home communication must be a two-way process. Parents and teachers must work together to develop a common point of view on the purposes of reporting. Such endeavors would lead to increased communication between the home and the school and decreased friction at reporting time. Open communication is especially important when a school attempts innovations in methods of reporting to parents. Innovations can be baffling and disturbing to parents, if sufficient groundwork has not been laid and parents have not been included in planning. Obviously, angry and misinformed parents can defeat even the most thoughtful reporting revisions.

In the past when reports to the home of student progress consisted primarily of symbolic representations, such as letter grades and percentages, parents generally assumed that such representations were easily understood and clear in meaning. Now, however, educational objectives are changing and reporting systems are frequently being changed with them. Unfortunately, many parents and some educators have been in the position of opposing any innovation in reporting procedures because of ignorance of their actual value and importance. This is why it is mandatory that methods for communicating the rationale be developed.

The Association for Supervision and Curriculum Development (1) suggests the following as being mutual purposes of a reporting system on which parents and teachers can agree:

1. Communicating the child's needs and problems as they relate to his progress along all lines of developmental growth.

2. Communicating the level and progress each child is making in each level of growth at a given time.

3. Communicating the possibilities and responsibilities for helping the child in mutually acceptable ways.

Reporting systems can be of great value to the teacher in evaluating the school program from the point of view of pupil growth, and then transmitting this information to parents. The perceptive teacher can learn much about how the school is functioning from what goes out to parents in report cards.

The amount of actual communication taking place between the home and the school is more important than which specific method is being utilized. A reporting plan which promotes communication would be the best from every point of view. Parents who are adequately informed about reporting systems are much more likely to cooperate with the school in accomplishing its objectives.

CHAPTER III

CONTENTS OF REPORTS TO PARENTS

A comprehensive examination of the primary contents of reports to parents show that there are five general areas included in reports: comparative information, social adjustment information, individualized information, information about how well the child works to capacity, and physical development information.

Comparative Information

One means that has been used to describe student performance has been to compare that performance with that of other students, locally or nationally. This practice of evaluating students by comparing them with other students has become a controversial educational issue in recent years.

Some educators and parents feel that reporting methods which do not stress competitiveness and comparisons are most desirable, since they eliminate many of the negative by-products of conventional report cards; especially those consisting of letter grades, which are generally based on how a child does in relationship to his classmates. Informal reporting methods which do not place primary or undue emphasis on comparison of students are more satisfactory.

Marking systems based on comparison have been criticized for a lack of valid norms. It often happens that an A from one teacher will have a completely different basis from another, even if the course and subject matter are exactly the same. Obviously, even greater deviations are possible and indeed highly likely from grade to grade, school to school, district to district, ad infinitum. An A cannot be taken at face value, nor can an F.

Grade norms are often virtually meaningless. Rather than norm referenced marking procedures, criterion referenced marking should be used. This method strives to put marking on an absolute instead of a relative basis. This method might prove difficult in some abstract subject areas, but a planned continuum of subject-matter knowledge should be possible in all areas.

Grading on the basis of the bell curve has been sanctified by some educators and cursed by others. It has been pointed out that use of the bell curve in a classroom, with a relatively small number of students, is especially ludicrous; since the chances of obtaining an accurate distribution are virtually nil. Use of the bell curve in a classroom wherein ability grouping has been used is especially unfair, since enforcement of a rigid bell curve system means some stu-

dents in a bright class who would ordinarily receive A's and B's would get C's and D's to satisfy the demands for a "perfect" curve. This might lead one to conclude that some teachers are more interested in art than logic.

It cannot be denied that some parents do want to know how their child measures up to his peers in terms of school performance. However, the school must exercise utmost caution in fairly evaluating and reporting student progress, and should include other types of information without relying totally on comparative information.

Social Adjustment Information

Current concern with the development of the total student, rather than prior dedication only to the 3 R's and academic basics, has led schools to explore means of conveying broader information to parents about student growth and progress. For this reason, reports to parents often now include information about social adjustment.

Reporting procedures should attempt to give as comprehensive a picture of the life of the child in the school as possible. Thus reporting should include evidence of growth in knowledge and attitudes necessary to future life in our society.

Human relations skills that a child has developed in the course of the year is certainly a valid area for including in reports to the home. Skills in getting along with other people are a necessary part of student development and growth.

Individualized Information

Individualized information about student development has become preferable to and of greater interest than information based solely on comparisons of student performance. Parents tend to want as much specific information as possible about their child and his personal progress; rather than the more traditional ABCDF report card method, which depends primarily on an assessment of how the student compares with his peers. Teachers also often prefer an individualized system of reporting, since it represents less penalty and trauma for the slower student.

In some cases, especially the ungraded and free schools, individualized reporting methods are the only ones used. Individualized information is the only type of information transmitted to the home and to the student, about his performance. Although it isn't possible to detect whether this is truly the wave of the future it does seem likely that further use of individualization of reporting and evaluation procedures within the conventional school setting will take place. For teacher and parent to take part in an interchange of in-

dividualized information about the child can have great value in helping the parents and teachers guide and counsel children successfully.

Information about How Well the Child Works to Capacity

Parents want to know what their child's potentialities are and how successful he is in fulfilling them. Parents become concerned when it seems to them that their child is not doing as well as he might. The problem of honestly and completely assessing a child's potentialities has consistently baffled and frustrated educators. Although intelligence tests have been around for many years, their use and misuse are still topics of lively debate by parents and teachers.

In addition to this basic inability to make accurate assessment of student growth potential, educators have also run into difficulties in helping students who seem clearly not to be accomplishing all they might.

These problems are of course reflected in attempts to report information about the child's performance in relationship to his abilities. When ascertaining real ability is such a nebulous proposition, reporting on aptitude and ability also is fraught with uncertainty.

Nevertheless, some hazards can be avoided if reporting and evaluation are based on clearly defined levels of growth that allow the child to progress logically from one step to another as his abilities permit him to. The reporting items should be part of the total educational program which would be based on recognizing and providing continual sequential growth and development in all curriculum areas, allowing students to maximize their own strengths and resources. Students would not be pressured to measure up to some unrealistic ideal.

One way of assessing performance capacity is by organizing the curriculum in a weighted manner, allowing the student to choose the instruction that meets his needs. Accomplishing a particular task would allow the student to continue in studying and completing the sequence. Flexibility in determining objectives must be inherent in such a curriculum. The reporting process then becomes more accurate as a student must accomplish specific objectives indicating fulfillment of certain levels of achievement.

Information about Physical Development

Information about the physical development of the child has value to the parent and teacher seeking information about the total growth and progress of the child. The school should attempt to inform parents about their child's attitude toward his health, and his energy output as observed in the classroom and in physical educa-

tion activities. This helps complete the total picture of the child which reporting seeks to present.

CHAPTER IV

SOURCES OF INFORMATION FOR REPORTING

The sample sources of reporting provide the sources from which specific information about the child's cognitive, sociopsychological, and physical growth can be obtained.

For comparative information, the use of standardized tests provide a more accurate picture of a pupil's strengths and weaknesses in subject matters. The available norms afford bases for comparing students' achievement to that of other students. Aptitude tests help assess a student's ability to achieve in relationship to that of his classmates.

Standardized tests have little or no meaning except to indicate how well a child has done in relationship to others in the testing group. The norms generally employed on the elementary school level are grade norms, which interpret a child's test score by comparing him with the average scores in the norming population. Percentile norms describe a child's relative position among pupils of his grade level.

Comparative information can also be obtained from mastery tests and achievement tests. Mastery tests have been given to test how much of a subject a student has actually learned and to determine how his learning compares with that of other students. Achievement scores also compare how well the child does in comparison with others.

Locally standardized norms generally afford better comparison results than nationally standardized norms.

Social adjustment information can be obtained in a number of ways. A teacher who has been trained in systematic student observation can gather a considerable amount of information about a student through informal methods. Students exhibit social and emotional maturity throughout the school day by their reactions to failure, criticism, praise, and social interaction. An anecdotal record, which is a recording of behavior as it occurs, can be very useful in assessing total social adjustment. However, the teacher must exercise caution in being objective in recording exactly what happened

in a particular situation, rather than using personal subjective impressions of students, which are of little real value in learning about student behavior.

Careful observation makes possible an appraisal of aspects of growth for which few adequate objective instruments are available. These observations may bring to light aspects of social and emotional development, having wider implications for many problems in academic areas.

Informal teacher-parent, teacher-student, and teacher-parent-student conferences can be a major source of information on social development and adjustment. The conference allows the teacher to find out factors that may be affecting the school life of the child, which might not otherwise be brought to light. The conference also aids the teacher in communicating information to the parents about social problems the child may be having more accurately than written reports.

Social growth and development can also be evaluated by use of questionnaires and projective techniques.

Questionnaires are available which serve as personality inventories by drawing out responses to questions designed to ascertain such traits as self-reliance and aggressiveness. Projective devices such as the Thematic Apperception Test are sometimes used to determine social adjustment. Such tests utilize students' interpretation of such items as pictures and ink blots to discover inner conflicts and personality characteristics.

Individualized information can be derived from many sources in the classroom. Student-made games that students then take home and use can be of value in demonstrating individual progress. The teacher prepares instructions so that parent and child can play the game at home.

Parents can also be enlisted in helping children prepare for such activities as book reports, bulletin board construction, and class newspapers. By involving parents in such activities, a great deal of information about the individual child's learning can be picked up.

A systematic comparison of the child's present behavior and learning with his past records in these areas should be made before attempting to make individualized evaluations of students for reporting purposes.

Conferences, anecdotal records, and home visits are sources through which the teacher can both gain and transmit individualized information about children.

Samples of the child's daily work such as a spelling test, an arithmetic paper, a tape recording of class activities, progress charts,

summary reports, test results, and booklets or special projects made by the student are of value in individualizing.

Progress reports can be based on specific tasks accomplished. They could also be based on levels of accomplishment of an individualized curriculum.

Sample sources for information on student physical development include results of height and weight measurements, health factors, and physical skills and activities as demonstrated in physical education programs.

CHAPTER V

MEANS OF REPORTING

Parents, teachers, and students generally agree that some type of reporting to parents is a legitimate function of the school, but there is little agreement on how such reporting should be done. Moreover, it seems certain that no single reporting method can be appropriate to every school situation.

The History of Reporting Methods

An examination of the history of methods of reporting shows a developmental trend from early numerical reporting systems to present preference for the conference type of reporting. The increase in knowledge of how students learn has led to a corresponding desire to increase the efficiency of reporting methods in accordance with this new knowledge. Educators are attempting to devise methods of reporting that inform parents more fully of the many phases of their child's school life. Thus many innovations have been attempted in recent years, supplementing or replacing more traditional methods.

Yauch (1) made a review of 50 years of reporting practices by comparing the first and third editions of the **Encyclopedia of Educational Research.** Yauch found that even early research studies confirmed that use of symbols did not adequately convey needed information, so attempts to improve reporting systems focused on emphasizing several areas of progress.

Yauch also found that it was most often teachers who were responsible for reporting innovations rather than parents. Research studies showed that 85% of parents favored retaining whatever marking system is then in effect.

A survey of reporting systems in use indicate that prior to 1920 almost all school systems used a marking technique based on percentages. During the twenties marking systems began being revamped so that they also gave recognition to a student's efforts to achieve in the classroom. In the thirties the main innovation in marking was the revision of systems to include some analysis of the student's personal and social development in addition to his academic development.

The forties and fifties brought three main goals to reporting practices:

1. The marking system used should be immediately meaningful to parents and students.
2. Marking systems should be standardized for all teachers in the system, with standards being clearly stated on cards sent to parents so that parents and students are aware of them.
3. Marking systems should be reviewed on a periodic basis, preferably in cooperation with parents.

The following trends were found to be representative of more recent trends in reporting practices:

1. Current report cards share several common characteristics, the most important of which are space to record school grades and behavioral achievements, and space for the teacher to add personal comments.
2. Most common frequency of issuance is six times a year, but some schools are cutting down the number of reports to one or two a semester.
3. Schools are augmenting formal reports with other procedures such as parent-teacher conferences.
4. Parents are playing a larger role in developing report cards and planning revisions.
5. Report cards are becoming more uniform within school systems. Eighty-nine percent of the school systems report that the same form is used in all schools within the system.
6. There is a strong drive to improve the quality of report cards as shown by the fact that 52 percent of the districts had revised their form within the past five years.

The Mode of Reporting

There are almost as many techniques of reporting and evaluation as there are school systems. The basic systems have many variations, all designed to communicate effectively the progress of the

child in the school. Although some schools utilize a single mode of marking, the literature reflects that schools that use a combination of methods have been more successful in conveying necessary information to parents.

Some research studies have found that the mode of reporting used produces no significant differences in student motivation in performance. Otto **et al.** (2) conducted an experiment to discover which of four methods of reporting was the most satisfactory to both parents and teachers. The researchers wanted to ascertain whether parents and teachers differed in terms of educational objectives and also whether one reporting system had advantages over another in terms of improving pupil achievement. They also consulted with students to determine which reporting system they preferred.

The four different reporting systems studied were the following:

1. individual parent-teacher conferences
2. use of A-B-C-D-F marking system
3. use of 1-2-3-4 marking system
4. use of S-I-U symbols on a type of report card

The results of the study indicate that the objective of maximum concern to both parents and teachers was getting the basic skills in the so-called three R's and social studies and science. Teachers and parents were found to be uncertain about just what to report; replies to questions about reporting content tended to be so vague as to be of little use in developing new reporting systems.

The researchers considered the outstanding finding of their study to be the fact that there was little discernable difference in effect between the four different plans. They concluded that a reporting plan using some combination of the four methods would probably be most desirable. They also noted that the conference method is especially desirable because it conveys more information to parents than the other methods. But since conferences are more time-consuming than other methods, it is valuable to have reports by other methods at more frequent intervals.

The majority of the nation's schools retain some form of the traditional A-F report card in reporting pupil progress.

Modification of the traditional form has given rise to methods such as the dual-marking system, letter-marking system, and the pass-fail rating system, in an attempt to overcome some of the deficits of the pure A-F system.

The Bellevue, Washington school system (3) decided to drop report cards altogether rather than experimenting with revisions. They substituted instead a conference-type method of reporting to parents.

School personnel felt that report cards were unsatisfactory for a number of reasons. Report cards only told how the child was doing with no explanation for his progress or lack of progress. Communication between home and school should be two-directional, whereas with report cards it was likely to be only one way. Report cards don't give the teacher any insight into family history and problems, which would obviously have an effect on the child's school work.

Under the new conference plan, parents were invited to school periodically for information-exchange visits with their child's teacher. Thus, when students are doing poorly in school, parents have a better chance of understanding the child's problems and knowing what to do to help.

This innovation was not generated solely by faculty members and other educators. It was the result of a citizens' committee appointed as a result of parental dissatisfaction with the existing marking system. The committee found that parents felt that parent-teacher conferences were the most effective methods of exchanging information between home and school.

Conferences are held during six days in November and six in February set aside for that purpose. Conferences are held in the afternoon and last at least half an hour. The appointment slips sent home with parents list several possible topics for discussion, for example, student work habits, individual growth, growth as a group member, comparative grades, reading, writing, and speaking. When the parent returns the slip to the teacher, she checks areas she is particularly interested in discussing. Prior to the parent-teacher conference the teacher meets on an individual basis with each student to discuss his particular progress and concerns.

Other school districts have retained some form of report card and supplemented it with other reporting techniques, while attempting to refine grading techniques and eliminate inaccuracies and inadequacies in report cards.

The dual-marking system has been in use in various schools to report student progress. It attempts to relate progress to ability and sets grade norms. It also attempts to set objective standards on which the teacher bases grading and reporting.

A dual-reporting system may be a combination of various modes of reporting. A check list and letter grade combination, conference and letter grade combination, and anecdotal record and conference combination are all examples of dual-reporting systems.

A sometimes neglected source of reporting student experience is the student himself. A parent may manifest more interest and even more credibility in the reports which the child himself relates to the home than the more formal reports which the teacher prepares and sends home with the child. Children's personalized reporting to

the home can be institutionalized within the school system in a number of ways. Some of these include the following:

1. A self-evaluation form completed by the student and sent home with the child. The form should include attitudinal questions, affective and cognitive dimensions of reporting.
2. Letters from students to parents summarizing student school life for a period of time.
3. Parent-teacher-student conferences, parent-child conferences, and teacher-child conferences.
4. Checklists
5. Samples of student classroom work

Frequency of Reporting

The frequency with which schools report to parents is a significant part of a reporting and evaluation system. When to report is a decision that the school must make when devising a reporting plan.

A report from the Elementary Schools Section of the United States Office of Education (4) surveyed 70 school systems of various sizes and compositions in all parts of the country. The survey found that more than fifty percent of the schools sent out written reports to parents four times a year. Other schools sent out reports to parents three times, six times, twice, and once a year, respectively, in order of the number of school systems responding. The researchers found that reports are now being sent home less frequently than had been in former years, because the "careful observation, extensive record-keeping, and studied judgment which modern reporting requires of teachers" makes this necessary.

Some districts have eliminated mass issuance of report cards, and instead adopted a system wherein report cards are issued a few at a time during the year. The school informs the parents that they will receive a report on their child sometime in November and in May and at the end of the school year, for instance. Teachers reported that this plan eliminated some of the tension and fear that arose when children all got together to compare report cards. It also has the advantage of distributing the teacher's work load more evenly and allowing him to do a more thorough evaluation than does the conventional system of sending out all reports at the same time. In addition it gives the teacher additional time to involve the child in preparation of his report.

A study by the NEA (5) of the frequency of reports found that 45% of elementary schools reported four times a year, 44% reported more than five times a year, 6% reported five times a year, 3% reported three times a year, and less than one percent reported twice a year.

Otto et al. (6) made a survey of how often reports to parents should be made. Fifty percent of the teachers responded that reports should be issued as needed, with the remainder being equally divided in preference for reports every six or nine weeks. The majority of parents wanted reports every six weeks, with the remainder favoring reports every nine weeks.

1. Yauch, Wilbur. "What Research Says About School Marks and Their Reporting", *NEA Journal*, (May, 1961), 50, 58.
2. Otto, Henry, Melvin Bowden, Vere de Vault, Joseph Kotrlik, and James Turman. *Four Methods of Reporting to Parents.* Report of a Study Sponsored by Texas Congress of Parents and Teachers, Austin, Texas: University of Texas, 1957, 247 p.
3. "Thinking About Dropping Report Cards," *School Management*, XI (April, 1967), 104-109.
4. "Reporting Pupil Progress to Parents", *Educational Briefs*, XXXIV (December 1956), 24 p.
5. "Reporting to Parents", *NEA Research Bulletin*, XLV (May, 1967).
6. Otto, op. cit.

CHAPTER VI

INFORMATION PERTINENT TO REPORTING MODEL DEVELOPMENT

The author conducted research on parent and teacher preference in information to be reported to the home. This data was gathered in an effort to develop a model reporting system incorporating parent and teacher preference and previous research findings as cited in the literature.

This survey of parent-teacher preference in information to be reported to the home was made in Independent School District #276 in Minnetonka, Minnesota. A ten percent sample of the population was taken, with 300 questionnaires being sent out to parents and 90 to teachers. In compiling the final results 240 questionnaires from parents and sixty from teachers were used. (The extra questionnaires were necessary to achieve the desired return of eighty percent.) Items included in the questionnaire were designed to ascertain parents' and teachers' opinions of what information should be reported to parents about the child's life in school and how often this information should be reported.

The survey was conducted in Minnesota School District #276, which is located in an upper-middle class residential suburb of Min-

20

neapolis consisting of single family homes with minimal commercial and industrial development. The population of the study was composed of parents whose children were in attendance in grades K-6 during the school year 1970-71 and teachers employed in grades K-6 in 1970-71 in the Minnetonka School District.

The questionnaire asked the respondents to rank five types of information according to the importance they attached to each type. The types of information were the following: information comparing a child with other students, information about the child's social adjustment, individualized information about how much the child has learned, information about how well the child works up to capacity, and information about the child's physical development. Respondents were able to add information that they wanted which was not already included in the questionnaire or delete any type of information which they felt was not desirable. The questionnaire also asked respondents how often such information should be reported to parents.

Analysis of Student Evaluation and Reporting Practices in the Elementary School

This information is being compiled as part of a study to develop a model reporting system in the elementary school. This study is being conducted with the knowledge of Dr. Foot, Superintendent of the Minnetonka Public Schools by David Ongiri, a former elementary school teacher in the Minnetonka schools. Delete any statements below which you do not consider to be important in student evaluation and reporting, and add any statements that you think would be relevant. Then rank the statements in order of their importance in the blanks on the left hand side, i.e. 1. for most important through 5. for least important. Also, circle on the right hand column the number representing the number of times per year that you think parents should receive such information about their children. Please feel free to comment or call. Thank you for your cooperation.

	frequency
1.——Information comparing the child with other students; e.g., achievement tests, rank scores comparing the child with others in his class	1 2 3 4 5 6 7 8 9 10
2.——Information about the child's social adjustment; e.g. how the child gets along with other children, how he interacts with adults, how he performs in group activities	1 2 3 4 5 6 7 8 9 10
3.——Individualized information about how much the child has learned; e.g., an analysis and examples of daily work, progress reports at a fixed period of time, remedial and enrichment aspects of the child's work	1 2 3 4 5 6 7 8 9 10
4.——How well the child works up to capacity; e.g., information comparing the child's work from one period with that of another period, analysis of how much effort he puts into daily assignments	1 2 3 4 5 6 7 8 9 10
5.——Information about the child's physical development; e.g., physical growth, health, performance in physical education activities	1 2 3 4 5 6 7 8 9 10
6.——Other: (please specify)	

Comments:

Results of the survey indicated that individualized information about how much the child has learned is the item of highest priority to parents. On the other hand, teachers consider information about the child's social adjustment to be of top priority in reporting, and ranked individualized information third out of the possible five. After individualized information, parents chose, in order of preference, how well the child works to capacity and information comparing the child with other students, information about the child's social adjustment, and lastly information about the child's physical development. Teachers ranked information about how well the child works to capacity second in preference, with comparative information and physical development information fourth and fifth respectively.

The general lack of agreement between parents and teachers as to what to report is quite obvious from the above. This dichotomy is present in many school systems and often hinders development of a reporting system that is reasonably satisfactory to parents and teachers.

Parents and teachers were also asked how often each of the five types of information should be reported to parents. Parents wanted information about how well the child works to capacity and individualized information about how much the child has learned to be reported home five times each year. Information about the child's social adjustment should be reported four times per year with information about the child's physical development and information comparing the child with other students wanted three times per year.

TABLE 1

All Parents' Ranking of Five Types of Information Concerning Pupils in Order of Importance

Type of Information	*Rank Frequency Distribution* 1	2	3	4	5	*Mean Rank*
Information comparing the child with other students	33	31	102	93	4	2.71
Information about the child's social adjustment	16	37	63	105	2	3.18
Individualized information about how much the child has learned	52	92	36	21	24	1.99
How well the child works up to capacity	70	55	22	11	60	2.71
Information about the child's physical development	63	11	5	1	140	3.66

Analysis of Data for All Parents

Table 1 shows that the parents place primary importance on individualized information about how much the child has learned; this had a mean of 1.99. How well the child works up to capacity and information comparing the child with other students followed this in parental concern with identical mean ranks of 2.71. Of lesser interest to parents was information about the child's social adjustment with a mean rank of 3.18 and information about the child's physical development with a mean rank of 3.66.

TABLE 2

Parents' Desired Reporting Frequency—All Schools

Type of Information	*Frequency per Year* 1	2	3	4	5	6	7	8	9	10	*Mean Frequency*
Information comparing the child with other students	41	57	22	77	8	12	1	3	1	6	3.08
Information about the child's social adjustment	5	46	28	107	15	24	2	4	2	4	3.51
Individualized information about how much the child has learned	5	16	24	117	14	32	1	9	8	9	4.57
How well the child works up to capacity	3	12	29	118	13	34	2	9	6	8	4.59
Information about the child's physical development	27	87	22	82	8	12	0	1	1	2	3.17

Table 2 indicates that parents want information about how well the child works up to capacity and individualized information about how much the child has learned each to be reported home five times per year, the highest frequency recorded on this chart. Information about the child's social adjustment should be reported to the parents four times a year. Information about the child's physical development and information comparing the child with other students should each be reported to parents three times a year.

Teachers are in agreement with parents that individualized information should be reported five times per year. Teachers also agree that information on the child's social adjustment should be reported to the home four times per year. However, teachers wanted information about how well the child works to capacity only four times per year and physical development and comparative information only twice a year.

TABLE 3

Teachers' Ranking of Five Types of Information Concerning Pupils in Order of Importance—All Schools

Type of Information	*Rank Frequency Distribution* 1	2	3	4	5	*Mean Rank*
Information comparing the child with other students	2	8	4	12	28	4.03
Information about the child's social adjustment	11	27	18	4	0	2.25
Individualized information about how much the child has learned	14	14	22	8	1	2.46
How well the child works up to capacity	21	15	10	7	4	2.26
Information about the child's physical development	7	7	9	18	16	3.51

TABLE 4

Teachers' Desired Reporting Frequency—All Schools

Type of Information	*Frequency per Year* 1	2	3	4	5	6	7	8	9	10	*Mean Frequency*
Information comparing the child with other students	31	13	2	5	5	0	0	0	0	0	1.94
Information about the child's social adjustment	6	11	5	32	1	1	0	0	0	1	3.69
Individualized information about how much the child has learned	3	9	4	35	2	1	0	1	0	3	4.65
How well the child works up to capacity	1	11	7	36	1	1	0	1	0	2	3.78
Information about the child's physical development	17	24	14	2	0	0	0	0	0	0	2.02

Table 3 shows that teachers prefer information of an individualized nature about how much the child has learned to be reported five times a year. This was the highest frequency, followed by information about social adjustment and information about how well the child works to capacity each to be reported four times a year. They would like information about the child's physical development to be reported three times. Information comparing children should be sent home only twice a year.

Table 4 indicates that parents prefer that all types of information except information about the child's physical development should be reported four times a year. However, they are interested in receiving information about the child's physical development only three times a year.

Relatively few parents and teachers chose to delete information from the questionnaire, a total of nine respondents deleted any information. This would seem to indicate that the great majority of parents and teachers want all the types of information listed on the questionnaire to be reported to the home.

TABLE 5

Types of Information Deleted by Parents and Teachers

Type of Information	*Teachers*	*Parents*	*Total*
Information comparing the child with other students	3	2	5
Information about the child's social adjustment	0	0	0
Individualized information about how much the child has learned	0	0	0
How well the child works up to capacity	1	0	1
Information about the child's physical development	2	1	3

Deletion of Information by Parents and Teachers

Table 5 indicates the number of teachers and parents who deleted a type of information from the questionnaire as being of no importance to them. Three teachers and two parents deleted information comparing the child with other students, one teacher deleted information about how well the child works up to capacity, and two teachers and one parent deleted information about the child's physical development. Parents and teachers thus indicated that they wanted all types of the information contained on the questionnaire as evidenced that so few chose to delete the information when given the opportunity. Although information was added it was not significantly different from the five types of information contained in the questionnaire.

Summary

Although parents and teachers involved in this particular survey had some areas of agreement, the general trend of the results was of frequent lack of agreement. Parents wanted information reported to them more frequently than teachers felt it should be in several instances. Teachers rated information comparing students as of little importance, parents ranked this as of second in importance.

The Model

The problems of reporting and evaluation have been persistent ones for educators. The author's proposed model is an effort to provide parents with information about their child's school life in a way that is supportive and accurate.

The planned model reporting system would discard the use of all symbolic representations of evaluations of student progress. This would eliminate the hazards which letter grades, percentage systems, and number grades pose for teachers, parents, and especially students. Students who have always received poor grades are likely to have developed a poor self-image as well. The ramifications of this lowered self-esteem in later life can be many. Report card time can be particularly traumatic to the child who has low academic ability but who expends great effort in completing his schoolwork. A continuing parade of C's and D's may tell such a child in a very dramatic way the opposite of all the pious platitudes about the rewards of hard work.

Symbolic representation often has the effect of creating confusion for parents, teachers, and students as to what such marks really mean. Standards for assigning grades vary so dramatically from district to district, school to school, grade to grade, and teacher to teacher. This can be especially confusing and demoralizing to young children.

Marking time can be a time of anxiety and pressures for teachers. The process of assigning letter grades is difficult under the best of circumstances, and circumstances are often far from ideal. Teachers are aware of the fact that grades may have implications far beyond the classroom, as in college admission and scholarship awards. Teachers may be subject to pressure from parents, students, other teachers, and administration to give higher grades than a student actually deserves. Remember the quarterback who would miss the big game against Siwash if teacher didn't change the D to B? the situation that launched so many bad movies and plays. For teachers struggling to be just, that situation would not be terribly funny perhaps.

Low grades can be a potent weapon when misused by parents. Parents who withdraw love and reassurance from children whose schoolwork is not up to standard can do irreparable harm to a child's sense of security and affection.

It should also be pointed out that the adoption of this model will probably not affect pupil achievement. Research studies by Otto, Bowden, et al; Mann, Odell, et al; and Chansky found that the type of reporting system used in a district did not have a substantial effect on pupil achievement in the district.

For administrative purposes the school year would be divided into four quarters of nine weeks each. This provides a scheduling framework for teachers and administrators.

The model will include provision for two regularly scheduled parent-teacher conferences during the school year, plus as many others as parents and teachers may deem necessary. The first conference will be held towards the end of the first quarter. During the conference the teacher will discuss with parents their child's performance on informal and standardized tests. Also at this conference the teacher will discuss with the parents a set of objectives to be followed through the year. Any matters of concern to parents and teacher in regard to class attitude and social adjustment will be clarified at the first conference.

The second conference will be held toward the end of the third quarter. At this conference the objectives set by teacher and parents will be reviewed to ascertain how much progress has been made toward meeting the goals. Strengths and weaknesses of the child's work in school will be discussed. The teacher will talk with the parents about promotion and enrichment opportunities for the future.

In addition to the two regularly scheduled conferences it will be communicated to parents and teachers that conferences are desirable and vital means of exchanging information and that conferences may be held whenever the need arises.

One of the considerations in constructing the model was to include the five types of information on the research questionnaire pre-

TABLE 6

Evaluation and Reporting Individualized Information Concerning How Much Student Has Learned

Type of Information to Be Reported	*Sample Source of Information*	*Means of Reporting*	*Frequency per Year*
Individualized information about how much the child has learned	1. Student daily work 2. Progress tests 3. Report from special services 4. Informal and formal tests 5. Student self-assessment	1. Student Reports 2. Student self-assessment 3. Conference	10 2

Model Component for Reporting Individualized Information Concerning How Much Student Has Learned

Table 6 explains one component of the model evaluation and reporting system. It indicates that individualized information would be collected from tests, daily work, student's self-evaluation, and reports from special services. This information would then be reported either at conference time twice a year or sent home monthly.

TABLE 7

Evaluating and Reporting Information about How the Child Works Up to Capacity

Types of Information to Be Reported	*Sample Source of Information*	*Means of Reporting*	*Frequency per Year*
How well the child works up to capacity	1. effort on daily work	1. sample work	10
	2. comparing child's work from one period to another	2. progress test sent home	
	3. observation	3. informal test sent home	
		4. conference	2

Model Component for Reporting Information About How Well the Child Works Up to Capacity

Table 7 shows how information about how well the child works to capacity is to be gathered and reported. The source of information would be effort on daily work, a comparison of how well the child works at two different fixed periods, and teacher observation of attitude and how much effort the student exerts. Sample work and informal and progress tests will be sent home monthly. This would include teacher's brief comments on the papers sent to the home.

TABLE 8

Reporting Comparative Information on Students

Type of Information to Be Reported	*Sample Source of Information*	*Means of Reporting*	*Frequency per Year*
Information comparing the child with other students	1. Achievement tests	Conference (Child's achievement reported with respect to national and local norms)	once
	a. Iowa Basic gr. 3-6		
	b. Durrell-Murphy Reading Readiness for gr. 1		once
	c. Gates-MacGinitie for gr. 2		once
	2. Aptitude Test—for example, intelligence test		once every other year
	3. Attitude Test		once

Model Component for Reporting Comparative Information

Table 8 presents the model component for reporting information comparing the child with other students. In order to provide parents with a means of assessing how well the child does in comparison with his classmates as well as national and local norms, standardized tests will be administered at least twice a year. An achievement test will be administered once a year at the beginning of the third quarter. (For example, the Iowa Basic Test of Development for grades 3-6 and Durrell-Murphy Reading Readiness Analysis for grade 1 and Gates-MacGinitie for grade 2). Stanford-Binet intelligence tests will be administered every other year in grades 1, 3, and 5. Attitude tests will be administered once each year, and a comparison can be made of changes in the child's attitude from year to year.

ED 032

TABLE 9

Evaluating and Reporting Information about Social Adjustment

Type of Information to Be Reported	*Sample Source of Information*	*Means of Reporting*	*Frequency per Year*
Information about the child's social adjustment	1. observation 2. reports from special services	conference	2

Model Component for Reporting Social Adjustment Information

Table 9 shows how social adjustment will be reported to parents in the proposed model. The information is gathered from observations and reports from special services. This is reported to the parents at conference time twice a year. This information includes how the child works and plays in a group, how the child interacts with adults and students, and how the child is able to use his leisure time.

TABLE 10

Evaluating and Reporting Information About Physical Development

Type of Information to Be Reported	*Sample Source of Information*	*Means of Reporting*	*Frequency per Year*
Information about the child's physical development	1. health reports 2. physical education reports and tests 3. observation	1. conference 2. written reports	2

1984

Model Component for Reporting Physical Development Information

Table 10 shows the source sample, means of reporting, and frequency of acquiring information about the child's physical development. Examples of sources of information are physical education tests, health reports, and teacher observation. This is to be reported twice by conference and written reports on physical development in the first and third quarters. These reports will include information about the child's general health as the school has observed it and information about the child's physical education activities and progress.

viously cited. The reporting procedure would include this information with regard to the wishes of the teachers and parents as to frequency and importance of the information.

Individualized information about how much the child has learned would be collected by the teacher from tests, daily work, student self-evaluation, and reports from special services.

This information would then be reported at conference time and also sent home each month. Reporting this information once each month would allow parents to keep abreast of the child's progress regularly and detect problems before they become too serious.

Reporting at such frequent intervals would also be helpful to parents and school personnel in counseling students who need help, since clear evidence of the child's achievement would be available. Providing information of importance to parents at frequent intervals would also be valuable in cementing relationships between the home and the school.

The monthly report to parents would consist of samples of the student's work, discussion of current remedial and enrichment aspects of the child's work, information about formal and informal testing done during the month, and an assessment of the child's daily work and its quality. Also part of these reports would be the students reporting to the home. The schools would take specific measures to insure that the child aids in the reporting program of the schools.

Information about how well the child works to capacity would be culled from daily work, teacher observation, and progress and informal tests. Comparisons would be made of how well the child works at two different, fixed periods. The teacher would observe especially for student attitude and how much effort the student exerts in completing assignments.

Comparative information will be reported to parents through the use of standardized tests with local and national norms. An achievement test will be administered once a year at the beginning of the third quarter. (For example, the Iowa Basic Test of Development for grades 3-6 and Durrel-Murphy Reading Readiness Analysis for grade 1 and Gates-MacGinitie for grade 2). Stanford-Binet intelligence tests will be administered every other year in grades 1, 3, and 5. Attitude tests will be administered once each year, and a comparison can be made of changes in the child's attitude from year to year. Information comparing the child with other students will be conveyed at conference time.

Information about the child's social adjustment will be secured primarily from teacher observation, and in some instances, from special services such as school social workers and psychologists. This information includes how the child works and plays in a group, how

the child interacts with children and with adults, and how the child utilizes leisure time. This information will be reported to parents at conference time and more often when needed.

Physical development information will be reported to the home at the time of the conferences and by written reports in the first and third quarters of the year. The reports will include information about the child's general health as the school has observed it and information about the child's physical education activities and progress.

Conclusions and Recommendations

The model reporting method herein recommended attempts to improve on previous reporting methods by replacing a one dimensional approach with a multi-faceted plan. It is believed that this will eliminate some of the failures and inadequacies that resulted when reporting was restricted only to report cards and similar techniques. Any single method cannot successfully report to parents all they need and want to know.

The objectives and methods of reporting and evaluation must be known and understood by parents as well as school personnel if disputes and hassling over reporting innovations are to be avoided. The disparity between teacher and parent opinions of reporting revealed in the previously cited research study indicates that achieving a meeting of the minds in the area of reporting may in itself present a major hurdle.

Personal contact of the parent and the teacher is necessary to a satisfactory home-school reporting plan. Parents and teachers can communicate much more effectively in a conference setting, than they were able to in traditional methods which were often nothing more than a one way exchange from school to home.

The conclusion may be drawn that there are six basic stages involved in developing a good reporting plan

1. Acquaintance of school personnel and parents
2. Locating and isolating evaluation tools
3. Collecting evaluation data
4. Analyzing the collected data
5. Reporting the collected data to parents
6. Reviewing the evaluation

The above conclusions lead to the following recommendations:

1. A common basis for evaluation and reporting of the learning process throughout the school system should be developed. Guidelines should be drawn up with the participation of administra-

tors, parents, students, and teachers so that many points of views may be heard and incorporated.

2. In-service training for teachers and informational sessions for parents are a necessary part of initiating and continuing an adequate reporting plan. Such a program can consist of training sessions in methodology and communications, as well as special sessions for teachers in the use of evaluation and reporting techniques.

3. A sound and clearly understandable statement of what the student evaluation and reporting plan is attempting to accomplish should be available to parents and teachers to avoid confusion and misinterpretation of school objectives.

4. The child should be utilized in the reporting plan as much as possible, in planned constructive ways as well as in spontaneous opportunities which may arise.

5. Each school must bear the primary responsibility in building adequate school-home communication, since parents are frequently unsure of how to initiate and continue such communications.

The problem of developing a permanently satisfactory reporting and evaluation system has no final solution. Since educational goals and objectives are continually shifting and being re-assessed, so must reporting and evaluation systems, which derive their existence from the educational plan as a whole.

BIBLIOGRAPHY

1. Ahmann, Stanley and Marion Glock. *Evaluating Pupil Growth.* Boston: Allyn and Bacon, 1964, pp. 545-88.
2. Anderson, Robert T. "The Importance and Purposes of Reporting," *The National Elementary Principal,* XLV (May, 1966), 6-11.
3. Austin, Mary. "Report Cards and Parents," *The Reading Teacher,* XVIII (May, 1965), 660-663.
4. Ausubel, David P. "Motivation and Classroom Learning," *Education,* LXXXVI (April, 1966), 479-87.
5. Barnes, Katharine and E. A. Barnes. "A Realistic Approach to Grading," *Clearing House,* XXXVI (April, 1962), 476-78.
6. Beery, Althea. "School Report to Parents," *The Reading Teacher,* XVIII (May, 1965), 642-43.
7. Bernard, Sister John. *Marking: Bane or Blessing?* Minneapolis: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., 1965, 14p.
8. Boehm, Ann and Mary A. White. "Pupils' Perception of School Marks," *Elementary School Journal,* LXVII (November, 1965), 167-73.
9. Chadwick, Ruth, Rose Durham, and Marion Morse. "The Report Card in a Nongraded School," *The National Elementary Principal,* XLV (May, 1966), 22-28.

10. Chansky, Norman. "Preferred Items on Pupils' Report Cards," *Education*, LXXXVI (November, 1965), 169-73.

11. Chansky, Norman. "Elementary Teachers Rate Report Cards," *The Journal of Educational Research*, LVI (July-August, 1963), 17-20.

12. Christensen, Anne. "How Children Feel About Reporting," *The National Elementary Principal*, XLV (May, 1966), 17-20.

13. Clement, Millard and James MacDonald. "Moral Concerns in Assessing Pupil Growth," *The National Elementary Principal*, XLV (May, 1966), 29-33.

14. Cummins, Paul. "De-escalate Grades," *The Journal of Secondary Education*. XLV (April, 1970). 188-91.

15. DeRidder, L. M., and T. L. Hawk. "A Comparison of the Performance of Pre-Graded Students with Grade-Motivated Students," *The Journal of Educational Research*, LVI (July-August, 1963), 548-550.

16. DesPres, L. J. "A Grading System That Really Works," *School and Community* (May, 1970), pp. 12-13.

17. Dunnivan, Lindell. "Grading as a System of Guidance: a Rebuttal," *School Community*, LVI (May, 1970), 31.

18. Eddinger, Judith. "Report Cards . . . Who Needs Them?" *Grade Teacher*, XXCIV (January, 1969), 68-70.

19. Farwell, Gaylord, Robert Nelson, and Michael Thompson. "Pressures Behind the Grade," *Clearing House*, XXLIIX (April, 1964), 462-66.

20. Fensch, Edwin. "Tone Down the Bell Curve," *Clearing House*, XL (April, 1966), 469-71.

21. Gaier, Eugene. "The Grade Society," *The National Elementary Principal*, XLV (May, 1966), 42-47.

22. Gillcrist, William A., Jr. "A Study of Grading in Arithmetic," *Education*, CXXXVI (November, 1935), 177-181.

23. Greider, Calvin. "Report Cards: One Face of a Three-Headed Monster," *Nation's Schools*, LXXXIV (October, 1969), 8.

24. Halliwell, Joseph. "The Relationship of Certain Factors to Marking Practices in Individualized Reporting Practices," *The Journal of Educational Research*, LIV (October, 1960), 76-78.

25. Halliwell, Joseph, and Joseph Robitaille. "The Relationship Between Theory and Practice in a Dual Reporting Program," *The Journal of Educational Research*, LVII (November, 1963), 135-141.

26. Hammel, John. "Report Cards: A Rationale," *The National Elementary Principal*, XL (May, 1964), 50-52.

27. Harrington, Eldred. "The Grade and I," *Clearing House*, XXLIIX (October, 1963), 96-102.

28. Harris, Fred. "Three Persistent Educational Problems: Grading, Promoting, and Reporting to Parents," *Bulletin of the Bureau of School Services*, XXVI (September, 1953), 92.

29. Hausdorff, H., and S. D. Farr. "Effect of Grading Practices on the Marks of Gifted Sixth Grade Children," *Journal of Educational Research*, LIX (December, 1965), 169-72.

30. "How to Make Grading Work," *School Management*, IX (March, 1965), 85-89, 144.

31. Jansen, Udo. "Grading Practices in Nebraska," *The Clearing House*, XLIII (February, 1969), 335-38.

32. Johnson, Wallace. "Parent-Teacher Conferences," *The National Elementary Principal*, XLV (May, 1966), 48-50.

33. Kindsvatter, Richard. "Guidelines for Better Grading," *The Clearing House*, XLIII (February, 1969), 331-35.

34. Kingston, Albert and James Walsh. "Research on Reporting Systems," *The National Elementary Principal*, XLV (May, 1966), 36-40.

35. Mann, Lester, Charles Odell, Lloyd Parsons, and William Walbert. "A Comparison of Formal and Informal Reporting Systems in a First Grade Population," *The Journal of Educational Research*, LX (October, 1966), 75-79.

36. Magnuson, Henry, Melvin Gipe, and Thomas Shellhammer. *Evaluating Pupil Progress.* Sacramento: California Department of Education, 1960, 54p.

37. Mellon, E. H. "Reporting Pupil Progress," *Illinois Education*, XXII (March, 1960), 289-92.

38. Otto, Henry, Melvin Bowden, Vere deVault, Joseph Kotrlik, and James Turman. *Four Methods of Reporting to Parents.* Report of a Study Sponsored by the Texas Congress of Parents and Teachers. Austin: The University of Texas, 1957, 247 p.

39. Otto, Henry and David Sanders. *Elementary School Organization and Administration.* New York: Appleton-Century-Crofts, 1964, pp. 134-72.

40. Pemberto, John H. "Rx for Reporting Card Blues," *Clearing House*, XXXVI (October, 1961), 75-77.

41. Quinn, George R. and Charles A. Szuberla. "The Relative Grading," *Clearing House*, XXXVII (April, 1963), 490-94.

42. "Reporting to Parents," *NEA Research Bulletin*, XLV (May, 1967).

43. *Reporting Is Communicating.* A report of the Association for Supervision and Curriculum Development. Washington, D.C.: National Educational Association, 1956, 57p.

44. "Reporting Pupil Progress to Parents," *Education Briefs*, XXXIV (December, 1956), 24p.

45. Rothney, John. *Evaluating and Reporting Pupil Progress.* Washington, D.C.: NEA Association of Classroom Teachers, 1969. 33p.

46. Rothney, John. "Improving Reports to Parents," *The National Elementary Principal*, XLV (May, 1966), 51-53.

47. "School Marks and Reporting to Parents," *NEA Research Bulletin*, XLIIX (October, 1970), 76-81.

48. Spray, Cecil. "Meaningful Grade Reporting," *The Clearing House*, XLIII (February, 1969), 338-41.

49. Strang, Ruth. *How to Report Pupil Progress.* Chicago: Science Research Associates, 1955, 46p.

50. Strang, Ruth. *Reporting to Parents.* New York: Columbia University Press, 1947, 105p.

51. "Thinking About Dropping Report Cards," *School Management*, XI (April, 1967), 104-109.

52. Torgerson, Theodore L. and George Sachs Adams. *Measurement and Evaluation.* New York: The Dryden Press, 1954, pp. 60-68.

53. Trow, William. "On Marks, Norms, and Proficiency Scores," *Phi Delta Kappan*, XLIIX (December, 1966), 171-73.

54. Yauch, Wilbur. "What Research Says About School Marks and Their Reporting," *NEA Journal*, L (May, 1961), 50, 58.

ABOUT THE AUTHOR

The author is Assistant Professor of Education at the Pennsylvania State University Capitol Campus and a member of the Graduate Faculty.

He received his B.S. degree from Hillsdale College and M.Ed. and Ed.D. degrees from the University of Minnesota. He has taught on the elementary level, as well as the college and has also taught adults in the Adult Basic Education program.

He is a member of many professional academic societies and education groups. He has served as a consultant in evaluation of schools and early childhood education.

He is the editor of *A Three Dimensional Approach to Teaching In the Urban Schools,* published by Simon and Schuster.